

# Changing Possibilities for Young Children 2022-2023

Session #1 Oct. 2022

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### Land Acknowledgement

"We would like to acknowledge that we work, play and learn, on the shared traditional territory of the Katzie, Semiahmoo and other Coast Salish Peoples."

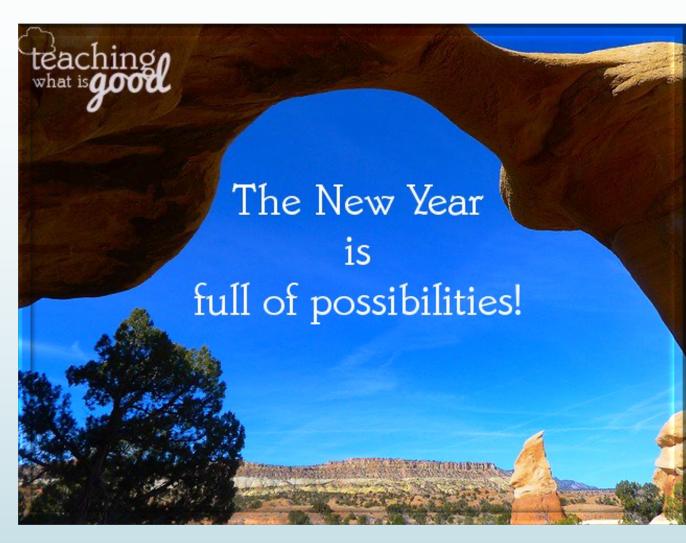


### Shape of the Day for CP4YChildren Sessions

- 1. Focus Group- Welcome, CHECK-IN
  - Name Change from CR4YC to CP4YC
- 2. Social and Emotional Well-Being (SEWB) of Young Children:
  - **■** Today's emphasis- Hope
  - **■** 5 MINUTE WRITE- What are your hopes for your children this year?
- 3. Work Session:
  - Overview of CP4YC
  - Slides from Sharon Jeroski's findings
  - Opportunity to work individually and collaboratively on CR4YC documents
    - Reflection on Current Practice
    - Choosing a SEWB Facet
    - Choosing a Wonder Child
- 4. Commitment:
  - Taking informed action (think big, act small)

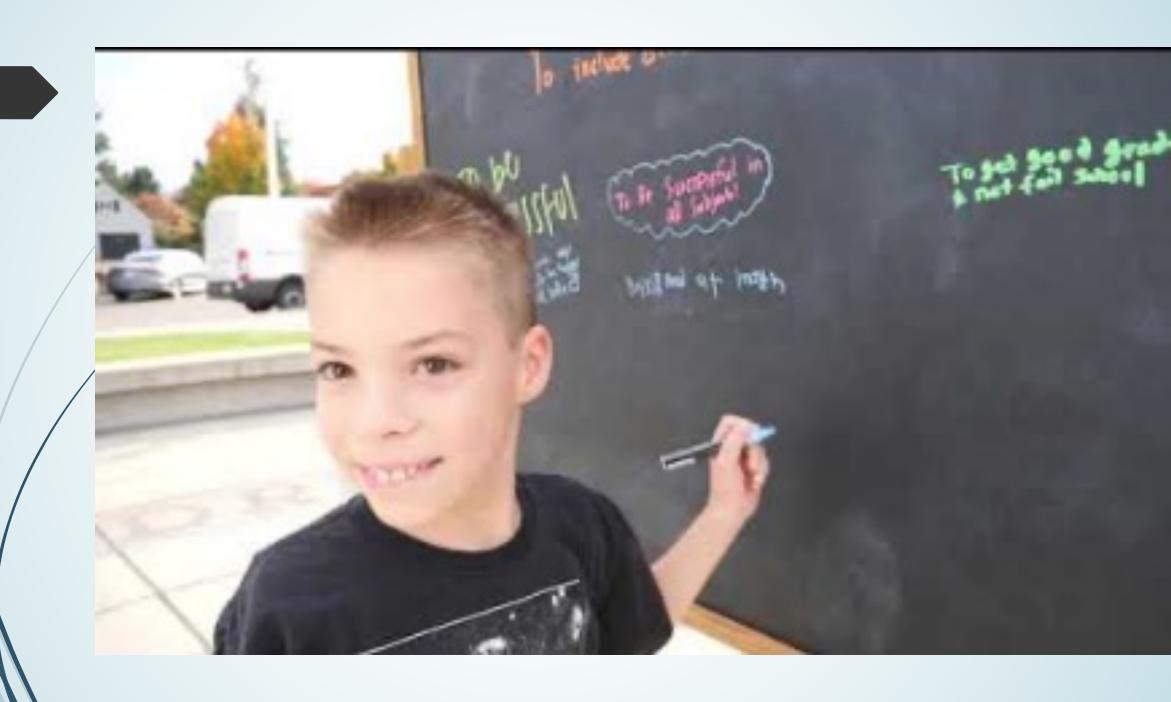
### CR4YC To CP4YC

- 1. Create a list of things that come to mind when you think of the word "Results".
- 2. Create a second list of things that come to mind when you think of the word "Possibilities".
- 3. Chat in your triads about your lists.
  - Why the name change?
  - What does the change mean to you?



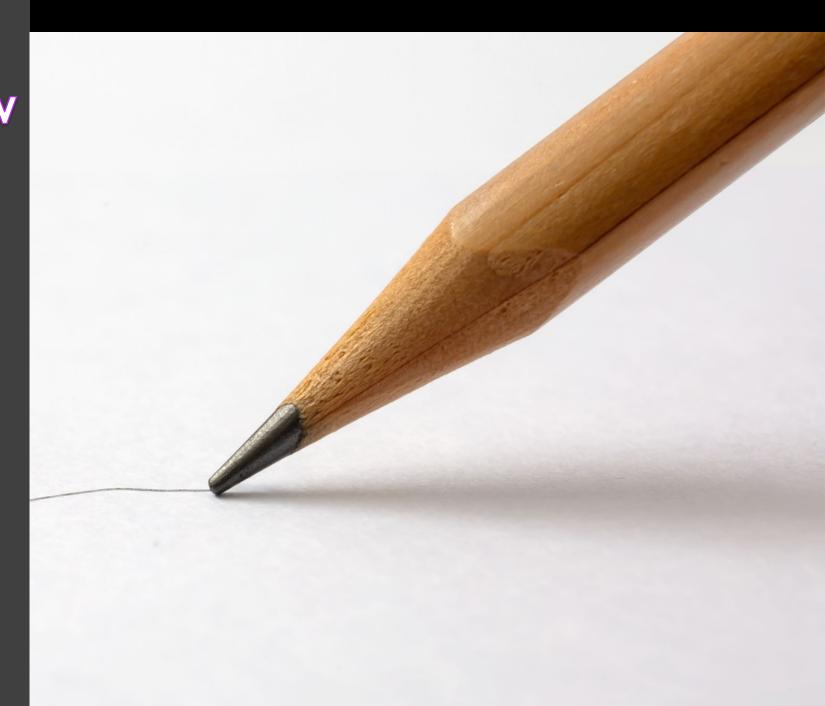
### Hope





### Write/Sketch/Draw

5 MINUTE WRITE-What are your hopes for the children in your group this year?





### **Share Your Thoughts**

Talk for one or two minutes to the whole group...

Choose something that you believe would be engaging or interesting for your colleagues to hear.

### Little Mole finds Hope~ Glenys Nellist



- ■Why CP4YC?
- ► Why focus on 0-8 year olds?
- Why focus on Social and Emotional Well-Being?



### What is CP4YC all about?

- Listening (watching) Closely
- • Being Curious
- Embracing Wonder
- Sharing the Story
- E.L.F. page 51
- What's the story you want to tell?
- What's the story you want children to tell?
- What do you want to be paying attention to?
- What are you wanting to focus on?



### 2022 – 2023 Ministry of Education & Early Learning

#### **Continuing Initiatives**

- Kindergarten Welcoming
- Ready, Set, Learn
- Strong Start Centres
- EDI- Early Development Instrument
- Seamless Day Kindergarten Programs (41 sites)
- Strengthening Early Years to Kindergarten Transitions Project- SEY2K (37 districts)
- Changing Possibilities for Young Children- CP4YC (51 Districts)
- Just Be 4 (31 sites)

### **CP4YC Goals**



TO BUILD A
SUPPORTIVE
COMMUNITY OF
PRACTICE...



TO BUILD ON THE STRENGTHS OF THE PARTICIPANTS...



TO EXTEND
OPPORTUNITY TO
COLLABORATE AND
IMPLEMENT QUALITY
PRACTICES...



TO USE CURRENT RESEARCH ON SEWB...



TO ESTABLISH A
CULTURE OF INQUIRY
THROUGH
DOCUMENTATION
AND CRITICAL
REFLECTION...



TO LINK OUR
PRACTICE WITH "THE
EARLY LEARNING
FRAMEWORK".



### **CP4YC Principles**

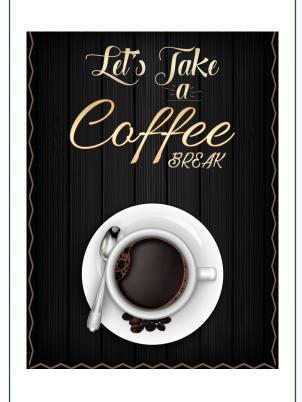




### **BREAK**









#### STICKS, MUD AND FOUR CHILDREN.

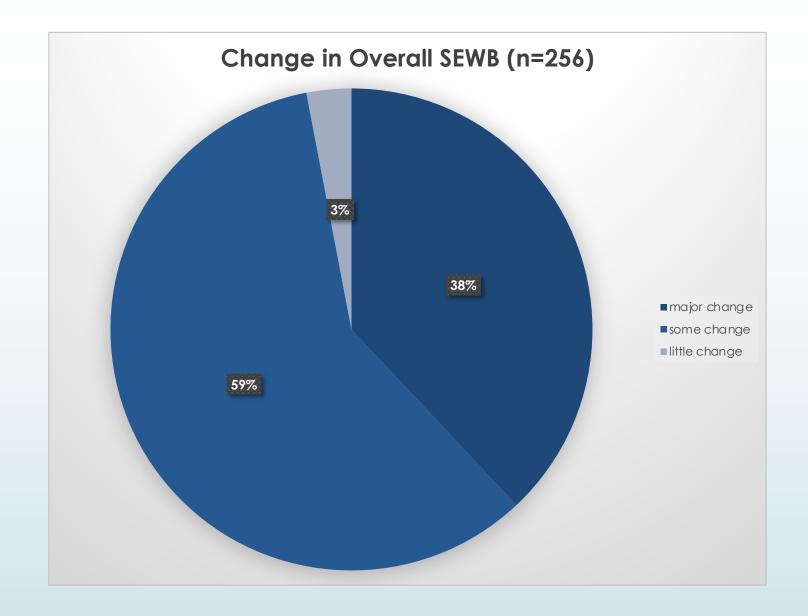
Mackenzie
watches the
action. The stirring
and addition of
seasoning (fir
needles). She
listens to the
others. A soup is
being made. . .

USING THE
THINKING LENS
FOR LEARNING
WITH CHILDREN

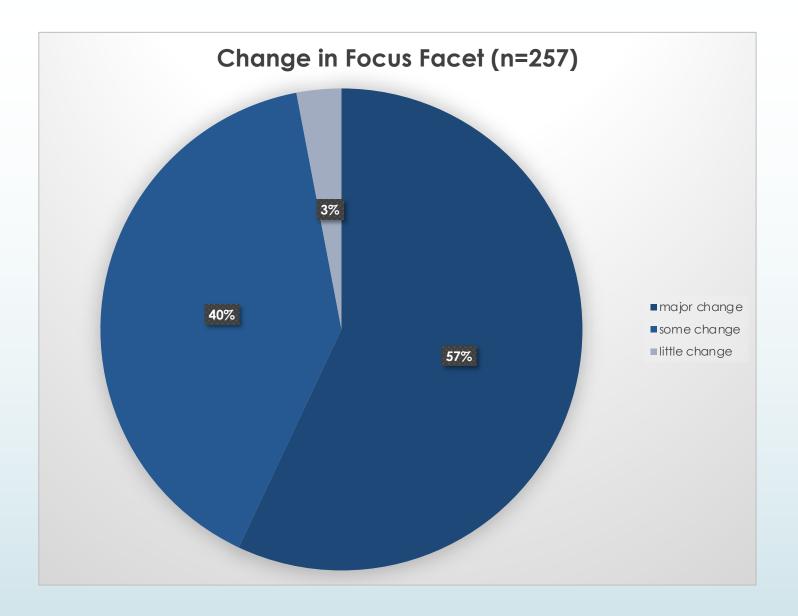
### How are we doing? 2021-2022

- 327 educators in 49 communities
- 256 of them completed a survey about Changes in Practice
- 257 submitted case studies including final summaries
- 98 reported major change in their wonder child's SEWB
- 155 reported some overall change (some+major=253/256 showed change)
- 143 reported major change in the facet they focused on
- 111 reported some change in the facet they focused on (some+major=254/257 showed change)

Change in Social/Emotional Well-Being 2021-2022

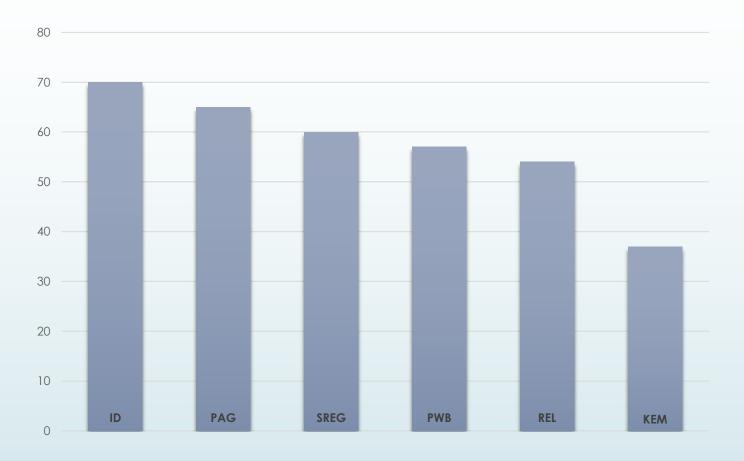


# Change in Focus Facet



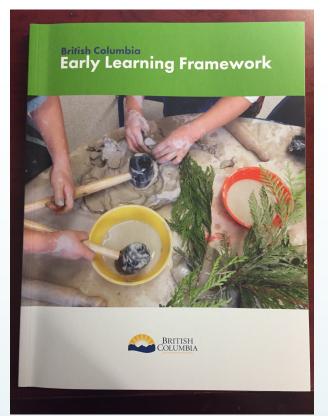
### Results by Facet

### % OF CHILDREN THAT SHOWED MAJOR CHANGE IN EACH FACET



#### **Ministry Resources**







- 0 8 Early Learning Framework
- Play Today handbook
- Let's Play!- Learning Activities for Families

## Changing Results for Young Children

CR4YC is rooted in two documents. The first is the Early Learning Framework, and the second is the First Peoples Principles of Learning.

#### **B.C. Early Learning Framework**

*Vision:* Respectfully living and learning together



#### Early Learning Framework Principles

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children's well-being and learning.
- . Educators are researchers and collaborators.
- . Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community, and place.
- . Environments are integral to well-being and learning.
- · Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic

B.C. Ministry of Education, 2019

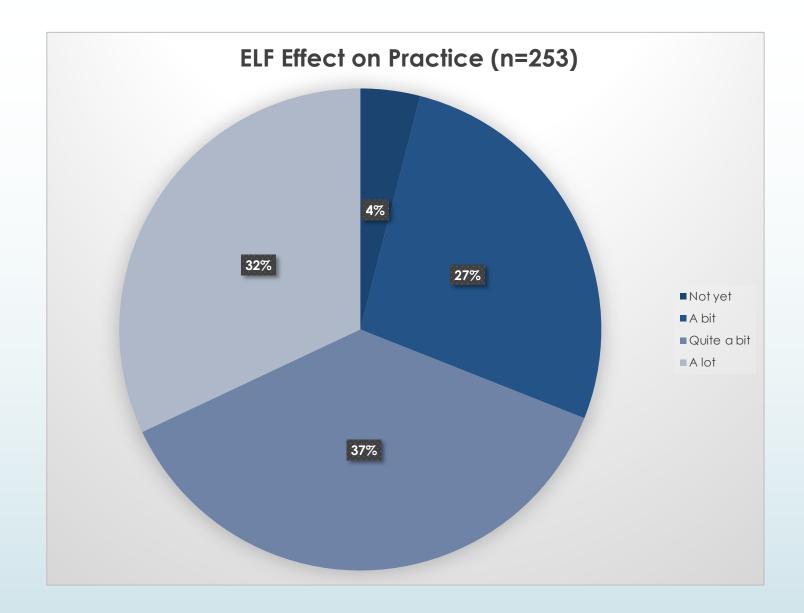
#### First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- . Learning involves generational roles and responsibilities.
- . Learning recognizes the role of Indigenous knowledge.
- . Learning is embedded in memory, history, and story.
- . Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012



### Early Learning Framework



### What have we learned about our wonder children?

BC children whose educators participate in CR4YC continue to strengthen and deepen their Social-Emotional Well-being

Children showed strong growth in all facets of Social-Emotional Wellbeing

Growth was strongest in areas that educators chose as a focus

What have we learned about educators' practices?

 $\begin{array}{c} 1 \\ \hline \end{array} \longrightarrow \begin{array}{c} 2 \\ \hline \end{array} \longrightarrow \begin{array}{c} 3 \\ \hline \end{array} \longrightarrow \begin{array}{c} 4 \\ \hline \end{array}$ 

The educators in CR4YC are part of a community of practice that values and reflects principles of the ELF including:

- Children are strong, capable in their uniqueness, and full of potential
- Play is integral to well-being and learning

They value their experiences with CR4YC and recognize its impact on their practice and their intentional focus on SEWB

They seek out opportunities to collaborate even under challenging circumstances

They recognize the importance of their own and their colleagues SEWB



#### Reflective Chat ...

Reflect on your current group of children...

What do you love about them?

What are their strengths?

What gifts do they bring to your learning environment?

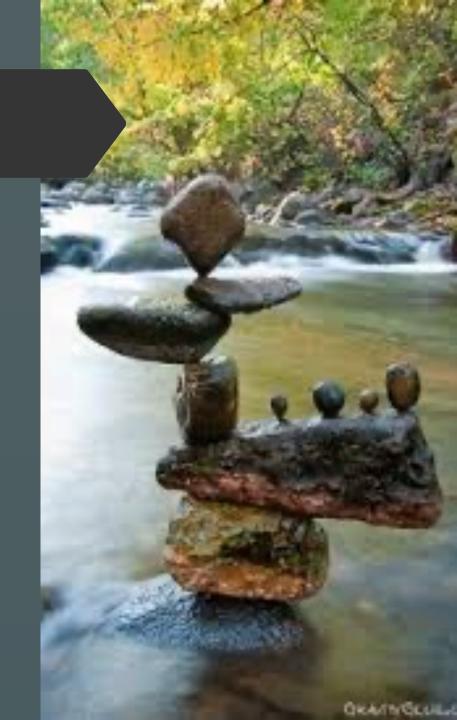
### CP4YC Children Notice... Name... Nurture



THE 7 FACETS **CHANGING POSSIBILITIES FOR YOUNG CHILDREN** Social and Emotional Well-Being BUILDING **RELATIONSHIPS** friends KINDNESS AND **EMPATHY** caring for others **PERSONAL** WELL-BEING ENSE OF IDENTITY SELF-REGULATION identifying and managing emotions CONTRIBUTING TO THE LEARNING COMMUNITY belonging **SENSE OF AGENCY** advocating for self and addressing own needs CR4YR.com Changing Possibilities for Young Children

#### The 7 Facets

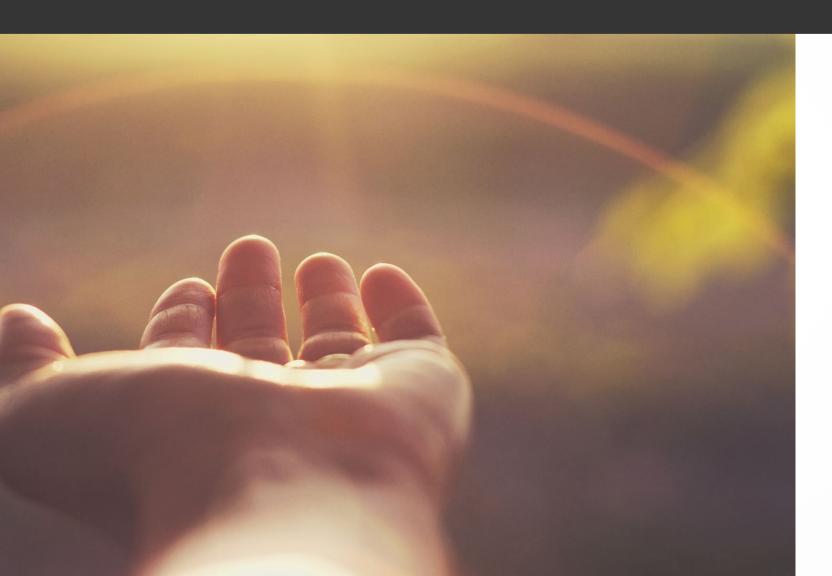
Talk in your triads about one thing you are already doing that aligns with or supports one of the 7 facets of SEWB.





Find a partner – someone you don't work with or don't know that well.

Decide who is "A" and who is "B".



- A: Talker: Think about your group/class this fall AND describe one observation of kindness and empathy you've observed/heard
- B: Listener: Make connections: How does this connect to an example of kindness and empathy that I might share?

- B: Talker: Picture in your mind a child experiencing JOY and happiness Tell how you knew this child was having these feelings of personal well-being
- A: Listener/Responder: When the talker is done, tell them what tells you this is an example of JOY and happiness

- A: Talker: How do you think a child shows their sense of identity who am I?, who they are in this world?
- B: Listener: Think: What does sense of identity mean to me?

 B: Talker: Share any example of when you have observed a child advocating for themselves or addressing their own needs



 A: Listener/Responder: When the talker is done, share some ideas about what you could do to help children advocate for themselves Initial
Thinking:
Which
facet will I
choose to
focus on
with the
group?

- Building Relationships: friends
- Kindness and Empathy: caring for others
- Personal Well-Being: sense of joy and happiness
- Sense of Identity (who am I?)
- Self-regulation: identifying and managing emotions
- Contributing to the Learning Community: belonging
- Sense of Agency: advocating for self and addressing own needs

### Personal Reflection

You were each sent a personal reflection document. Please take five minutes to fill it out now. This will provide a baseline snapshot for this year's CP4YC. This document will be a part of your learning portfolio for our year collaborating CP4YC.

#### CP4YC Meeting #1: Reflecting on my current practices

Thinking about your current practices and approaches will help you plan for deeper learning, and create engaging discussions, reflections, and activities. Please add this sheet to the portfolio that you will be creating for CP4YC as a snapshot of your thinking today.

**Part 1:** Please read each of the following statements carefully, and check the box that best describes your CURRENT practices working with young children.

When I work with young children		This is not like me YET	This is a bit like me	This is quite like me	This is a lo
1.	I start and build on the child's strengths, knowledge and experiences				
2.	I create opportunities for child-led play; it is a key part of my program				
3.	I focus on listening to the child's voice (and talking less myself)				
4.	I intentionally focus on and nurture children's Social and Emotional Well-being (SEWB)				
5.	I offer and help children develop their self-regulation				
6.	I seek out opportunities to collaborate with my team/partner/other educators/families				
7.	I use the Early Learning Framework (ELF) as a key element in my planning and activities				
8.	I focus and reflect on my own Social and Emotional Wellbeing (SEWB)				
9.	I am family-centered (increasing family voice and collaboration)				
10.	I intentionally focus on and support the SEWB of families				
11.	I use the Early Learning Framework (ELF)as a key element in my communication and engagement with families				

#### Part 2: Please respond to the each of the following prompts in 1-2 sentences.

When I think about my role in supporting and developing Social and Emotional Well-being for the children I work with:

l am curious		
I am committed to		
Other comments or questio		

### The CP4YC Learning Cycle

Inquiry & Reflection

Learning & Application

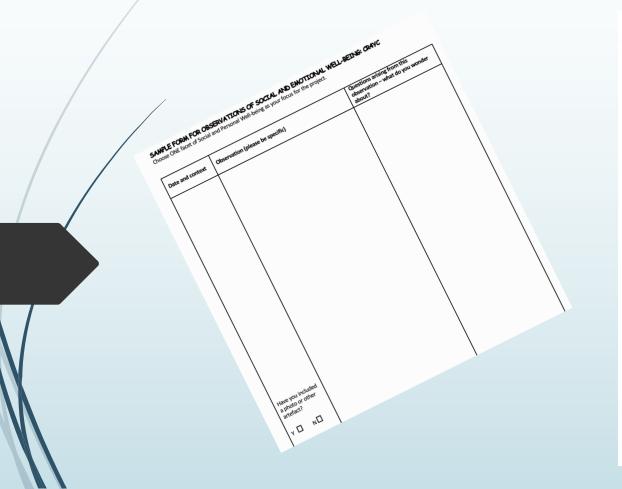
7 Facets of SEWB

CR4YC Case Study

**Wonder Child** 

#### **CP4YC Observations**

Observing day to day, research-based changes, to enhance children's social and emotional well-being







Contributing to classroom community

Alexander spilled some of the glitter and sequins onto the floor.

He said, "Uh-Oh". He quickly got off his chair and ran to get the broom while his mother followed closely behind with the dustpan and together they swept up the glitter.

### Choosing a Wonder Child

#### Who?

- A child you have some questions/wonders/curiosity about
- A partnership with the child and family to support curiosity and exploration
- Regular enough attendance to support inquiry & reflection

#### What's involved?

- Obtaining Consents,Communicating & Sharing
- Observing your "wonder child" over time as a way to examine practice
- Completing Case Study document (cover sheet, observation sheet, etc.)

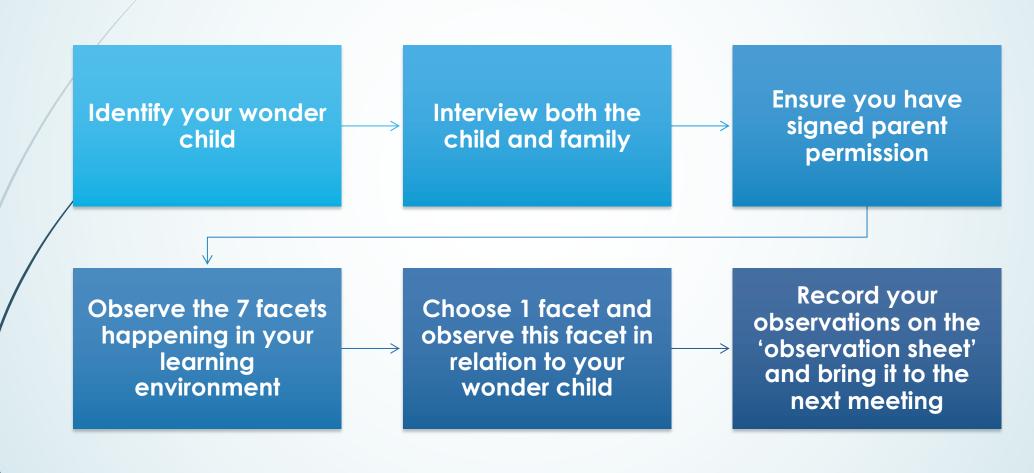


### Invitation to Think Differently

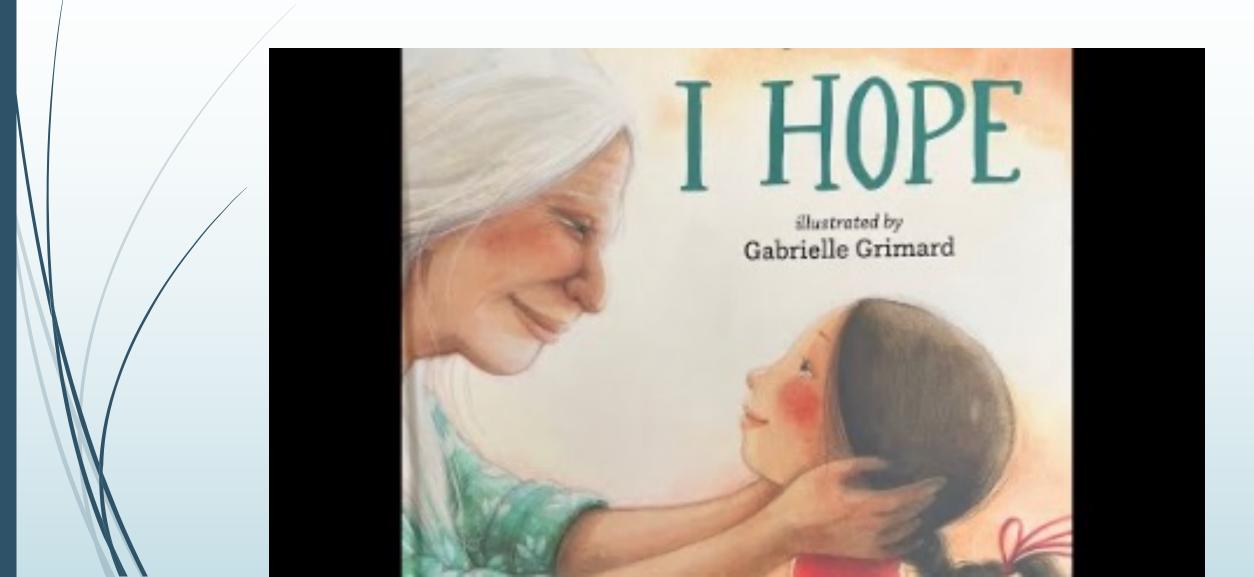
- Trust the moment, be in the moment.
- Trust the capacities and the present complexities of children and their abilities, possibilities, ideas, innovations, so you can truly hear them.



### Commitment for the Next Session What do I plan to do or think about before our next session?



### Monique Gray Smith~ I Hope



### FINAL WORD

What is one thing that you hope as you start a new school year... Changing Possibilities for Young Children.

